

The Communicator



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COMMUNITY COLLEGE OF PHILADELPHIA

APRIL 5, 1967

Colonials Take First in GPJCT

Olkowski, Little On All Star Team

The Community College Colonials captured first place in the first annual Greater Philadelphia Junior College Tournament at Memorial Hall in Fairmount Park.

Matched in Friday's opening contest was Peirce Junior College (14-8) and our own Colonials (7-7). In the second game Northeastern Junior College of Wayne, N.J. (15-8) opposed Goldey Beacom Junior College of Wilmington, Del. (17-3).

The Colonials dominated the action in the first game. Peirce was spell-bound by the "magical press" which Community cast with perfection. As Peirce's offense was stymied the Colonials continued to fast break, and by the time the first half ended, the Colonials had rolled up a twenty-eight point lead 48-20.

At the offset of the second half the Colonials group continued to smoke with Chuck Olkowski and Rudy Little hitting the targets for nineteen points each. McStravick hustled ten points. Joe "Moose" Adomanis, the surprise of the tournament, tallied nine points while he assisted Macready (points) in controlling the boards. Playmaker John Cassidy topped 6 points while leading the press which continued to frustrate all Peirce's offensive efforts.

Seven minutes away from Friday night's final, the score was lopsided 62-31. Coach Burton decided to save his starting five for the crucial game to follow, but the back squad refused to slacken the pace. Larkin, Underhill, and Borum continued to

Newman Club ... Framework, Tenets, Goals

The Newman Club is an organization of 175 students who joined together to deepen their spiritual lives and enrich their temporal lives through various activities. It offers to Catholic students and those of other religious faiths the opportunity to become acquainted and to discuss specific value systems.

Newman originally began in 1893 as a service to students at the University of Pennsylvania. The Newman Club at CCP, which was newly formed, was requested by a petition of students last year. It hopes to supplement campus life by providing for some of the religious, educational, and social needs of Catholics without creating a ghetto, and without excluding students of other faiths.

The club will sponsor its first social event on Saturday evening, April 8th. A "Swim Party and Mixer" will be held at Philadelphia Aquatic Club with entertainment by "The Rising Sons." This event is open to all college students. The price of admission is \$1.25 for members, and \$1.75 for non-members.



JIM McSTRAVICK tries one from the corner during the GPJCC tournament against Peirce that ended in a Colonial romp, 77-41.

pressure Peirce while Jacobs dumped in nine more. The final buzzer left a jubilant Community College team with a 77-41 victory.

In the second game of the night a precisioned Goldey Beacom team held off the deadly Northeastern attack. The Braves' 59-54 triumph set the stage for Saturday's title game between Community College and Goldey Beacom. Peirce and Northeast-

ern were featured in the consolation game.

Northeastern met an improved Peirce five, but outlasted Peirce 63-61 to finish third in the tournament.

Spirits were high for the deciding game between the CCP Colonials and Braves of Goldey Beacom.

From the tapoff a well-balanced see-saw battle ensued. The Colonials played a box on one

(Continued on page 4)

Future Community Colleges Planned for Slum Areas

SAN FRANCISCO, Calif., (CPS) -- The urban community college of the future may deliberately locate itself in a slum, according to an urban planning expert.

Dr. Hans B. Spiegel, associate professor of urban planning at Columbia University, told the American Association of Junior Colleges (AAJC) convention that "a gleaming antiseptic community college" in a "horsy" suburb could not provide the kind of training needed by those who live in an urban environment.

The Columbia professor said that a college in a slum might have as its highest objective the

eradication of slum conditions. One of the prime tasks of such a school, he stated, would be the training of non-professionals, sub-professionals, aides and professional neighborhood workers.

"Perhaps half of the student body might be drawn directly from the adjoining neighborhoods, and the rest from middle class homes but with an interest in community development careers," Spiegel stated. He suggested that "this mix of student body would in itself be educative."

The urban planner said that

(Continued on page 4)

Two Year Graduates Find Temple Door Open

Temple University has announced its intention to cooperate to the fullest extent possible with Greater Philadelphia area Community Colleges in accepting two-year graduates into the junior year programs at the University.

The cooperation takes tangible and very satisfactory form according to President Bonnell. Conversations regarding articulation with Temple, initiated in September, 1965, have now led to assurance that the Community College of Philadelphia graduates will be considered as eligible candidates for admission to Temple if they have a cumulative grade-point average of 2.0 or better. Long-range plans of the University make specific allowance for the admission of substantially larger numbers of students in the junior year, after they have completed two years of study in the Community Colleges. Temple officials both urge and advise students to complete their full two-year programs in the Community College before attempting to transfer.

For the present, Temple will offer transfer credit only for courses in which the Community College of Philadelphia students have received a grade of C or above and which are appropriate background for the particular college and/or professional program in which they seek admission. However, if students while still at Community College of Philadelphia have repeated and earned a grade of C or better in a course in which they first earned a D or F, Temple will both recognize the higher grade and accept the introduction of that higher grade, to the exclusion of the lower grade, in the calculation of the 2.0 grade-point average required as a condition of admittance to the University. Attainment of the 2.0 grade-point average is attested by the Community College of Philadelphia transcript.

President Bonnell paid tribute to Temple University officials both for their far-sighted program for implementing the Master Plan of High Education of the Commonwealth by providing transfer opportunities for community college graduates and

their realistic and progressive attitude toward the acceptance of individual student. "Temple's attitude with respect to the manner in which the Community College of Philadelphia calculates the 2.0 grade-point average clearly indicates their willingness to keep the door to educational opportunity open to students who demonstrate their competence and determination by steadily improving their academic performance."

President Bonnell indicated that Temple's position had prompted him to accept promptly a recent recommendation of the General Faculty Committee on Admissions and Academic Standing and the Teaching Faculty Council that, in the future D's and F's not be counted in computing the grade-point average of a student who repeats the same course and earns a grade of C or better. However, if a student who has earned a D in a course repeats it and earns an F, the F will be counted in the grade-point average. "The question of whether a student will be allowed a third opportunity to improve a grade of F has been referred back to the Committee on Admissions and Academic Standing" said Dr. Bonnell.

With respect to the timing of the implementation of the revised grade-point average policy, Dr. Bonnell stated that it would definitely apply to courses being taken in the current semester when grades are posted to transcripts in June. "At this time, I cannot offer assurance that retroactive extension of the policy can be accomplished. I have asked that the Office of the Dean of Students, in consultation with the Calendar and Procedures Committee, explore the feasibility and practicality of making the policy retroactive to an earlier date."

Commenting further on the articulation understanding with Temple, President Bonnell stated that Temple has stipulated:

- (1) Applicants can apply no more than 64 credits toward the baccalaureate degree for courses taken at the Community College.
- (2) In order to earn the baccalaureate degree, applicants must achieve a cumulative grade-point average of 2.0 in courses taken at Temple.
- (3) Before graduation from Temple University, applicants will be expected to meet the requirements of the Basic Studies Program, or comparable requirements of the college at Temple University to which they are admitted.

President Bonnell stated that he was very pleased with the accumulating evidence that Community College of Philadelphia graduates have been very successful in gaining admission not only to four-year institutions of the Greater Philadelphia area but elsewhere.

Greenbriar Boys Bring Ragtime

The Greenbriar Boys, a country bluegrass and ragtime blues group, presented a lively concert at CCP Friday, March 10th, in Room 511.

The group, consisting of John Herald on guitar, Eric Weisberg on banjo, Frank Wakefield on mandolin and Frank Weiss on bass, performed a one hour concert, from 3 to 4 p.m., for about 350 students from CCP and other area schools. Their repertoire included many famous and original ragtime, bluegrass and religious numbers, such as: "Salty Dog," "Cripple Creek," "Walkin' in Jerusalem," "Little Birdie," "Alligator Man," "The Philadelphia Waltz," and probably their most famous number, "Mountain Dew."

The Greenbriar Boys Concert was presented by the Folk Club in cooperation with the school administration. Ken Devlin, president of the Folk Club, made



Innocents At Home

(Due to the pertinence of this vital issue, we are presenting this Editorial Feature for student comment. Mr. Moffett is Saigon correspondent for the Collegiate Press Service. He is past editor of the Yale Daily News.

Editor)

SAIGON, South Viet Nam (CPS) -- The Viet Nam war has hit our generation like a knife cutting through butter.

It is complex and we want fast, easy answers. It is years old and we are young. It is many little confusing concrete things, and we like to speak in sweeping generalities. It will go on for years -- one way or another -- and we are already tired of thinking about it.

The war landed on top of the other problems our fathers hadn't solved (we may be more sensitive than any previous generation to the faults of our forebears). Our hero, John Kennedy, had been taken from us, and an anti-hero, Lyndon Johnson, left in his place. We never did assimilate the fact that Kennedy did more to shape U. S. policy in Viet Nam in his three years than Johnson has in the years since.

The war came in the wake of the greatest student activism since the '30's -- the civil rights movement. It came as the Cold War was being exposed as a myth perpetuated by vulgar politicians with vested interest in ignorance. The world was being remade, and we had discovered it almost before anyone else.

These things turned Viet Nam into the most explosive campus issue in a generation. The question neatly divided informed, active students into two camps: belligerent supporters and bitter opponents of U. S. policy. If there was any middle ground, it was held not by moderates but by those who weren't interested. It was, after all, a dirty little war in a country nobody knew where, and why should I care?

Those who have better things to do than worry about Viet Nam don't need to justify themselves. More disturbing is the Innocence of the Concerned.

Those of us who are emotionally committed to one side or the other are probably more anguished by this war than we have been over any other public issue -- because there seems to be nothing we can do about it. By choice or circumstance, we are spectators, and poorly informed ones at that. Because we look at the war from far away, and because we understand very little of the complicated reactions of the Vietnamese themselves, our anguish is closer to that of the teenager seeking to justify his moral indignation that to the adult forced to deal with suffering. To many of us, it is more important that our position be vindicated than that the suffering should stop.

Part of this innocence is the heritage of the civil rights movement. Many of us stood up and were counted on behalf of human rights at Albany or Selma. We marched and fought against clear cut evil, and some significant victories, or helped others to. They were victories of courage, justice and morality -- but they were innocent victories.

You don't lose your innocence by fighting evil. The end of innocence comes when you realize that you are caught -- if only by association -- in a struggle that is not black and white; in which there is morality on both sides, must bear the brunt of the suffering while you are free to return to your books and a cold beer.

Those who are not spectators in this war -- Vietnamese soldiers, Viet Cong guerrillas, peasants, refugees, mothers and children, young teachers, American GI's, and North Vietnamese regulars -- are tougher than we are, like Secretary McNamara.

War is all many of them have ever known. When Americans go to war, they go where their wives and children will not be disturbed by it -- to Europe, Cuba, Korea, Viet Nam. When the Vietnamese go to war, they turn their cities and farms into battlefields, and their wives and daughters are often the first victims. "Les petits, ils n'ont jamais connu la paix," my landlord's uncle said the other day.

Many on both sides have been shot at for more than twenty years; they may be forgiven for living their lives with the same resignation that an American fraternity boy drinks beer on Sunday afternoon. They never know innocence, that peculiar combination of moral indignation and non-participation.

One of the reasons that American wars have always been so glorious is that traditionally they have come at thirty year intervals and have lasted just long enough to provide each generation with a set of heroes. Except for the Civil War, our social fabric was never seriously threatened by them. In between wars life went on. Developments in the arts and sciences, agriculture, industry and leisure rounded out a history for which war provided primarily the color.

By contrast, Vietnamese history is one long war. Viet Nam has never been free from the threat of foreign invasion -- by the Chinese, the Mongols, the Japanese, the Chams, the Khmers, the Portuguese, the French, the Americans. . . . But even in those brief periods when foreign enemies have not threatened, the Vietnamese have fallen to fighting among themselves.

As a result, Vietnamese history is largely a record of what has been destroyed or saved rather than what has been built. One of the country's biggest problems today is that much of its top young talent has never had the opportunity to experiment with constructive programs in any field.

In this Confucian society -- which recognizes four ranks among the populace: scholars, farmers, artisans and merchants -- soldiers have traditionally been disdained. Yet they have written the bulk of their country's history, and they are continuing to do so despite lack of inspiration in the script and lack of enthusiasm among the audience.

From most on-scene accounts, apathy and war-weariness have been a problem to the Viet Cong as much as to the ARVN. The fact that both ARVN and Viet Cong are still unwilling to stop killing -- and the fact that many Vietnamese are not really sympathetic to either side. (I realize this contradicts several popular stereotypes, but it is increasingly clear to anyone who has spent some time in Viet Nam and talked with several classes of people) -- should give us pause who insist that this is a simple war, black and white, and that solving it calls mostly for moral indignation.

Small Time Politicians

Another chapter in the history of The Community College of Philadelphia is drawing to a close. The Student Government Association, whose presence has rarely been felt, lays in an apparent unbreakable bind. Chances seem remote that this first (pioneering) attempt at student direction of their own affairs will be successful.

You almost have to admire the attitude of elected Student Government members. After five months in office these amateur politicians have managed to approve practically every minor bill placed before them while at the same time talking to death all major proposals. Most Senate committees have been ineffective and without leadership. One committee on Constitutional reform, whose chairman an SGA executive officer, was established for over three months and yet never met once.

The prevalent attitude of student apathy has finally spilled over into student government and major problems have arisen. Attendance at government meetings has been atrocious. Some Sophomore Senators have been absent for over 60% of the meetings where quorum could be reached. When one habitually delinquent Senator was asked if he was coming to a regularly scheduled meeting, he responded "I'll try to make it, if I don't have anything better to do."

This attitude must stop. It is up to the members of the organization to correct this situation. The Senate must create a police force, under control of the Judicial Council, to halt flagrant violations of Senate rules. SGA members must realize that Government is not a club, it is a vital organ in the life of any student body.

IN THE MAIL

Editor:

Although I regret writing at so late a date, I think that I must answer the dangerous and subversive letter by Mr. Cohen in the 17 January issue. Now, Mr. Cohen is my friend and colleague, but such ideas as his undermine the very nature of our culture, and more particularly, of the educational institution.

It is, of course, not the essence of what he says that is so objectionable. It is his tone, his extraordinary paternalism that is most disturbing. Everyone knows that students ought not to be treated like children, that they must be expected from the very beginning to act and be mature. And Cohen's argument that student protest is immature ignores the obvious fact that the young adult must, as part of the growing up process, get protest out of his system.

Perhaps even worse than Cohen's paternalistic tone is the horror of his suggestion that a college degree is, in itself, a

way to get ahead. Is this other role which we must play? Are titles like "instructor" or "professor" empty hats with empty heads? No! We must lead and we must learn. Mature students must learn the secrets of getting and getting ahead.

Mr. Cohen has been irresponsible by absolving himself of responsibility to his students. His mouth with platitudes says. This is unacceptable as a teacher. Why put all the responsibility for learning on the student? This kind of laziness is irresponsible on Cohen's part. I shall, therefore, send copies of this letter to the Deans and President of the College as well as the and Governor. We must tolerate subversion even at the lowest levels.

Yours for education,
Frank K. Carner
Instructor of English.

THE COMMUNICATOR

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' Around

But Does Irving Relate?

by Eric C. Levin

ave you, dear reader, noticed a trend that has been slowly but infiltrating our language, so much so that it is now almost for granted? I mean the new kind of creeping sociological n, taken out of context, that is now very much "in" among the igentsia, or psuedo-intelligentsia.

or instance, people don't get along any more. They "relate". ember that -- that's the big one). Boys and girls don't fall in but are merely "interacting on the symbolic level." You don't athize or have pity for someone. You now "empathize." Harry

on has rightly called empathy atrocity, the phoniest of all words." I couldn't agree him more.

et me say that I have no el with sociologists. Some best friends, etc. The above are properly theirs and aluable to whatever it is they just object to the careless of these terms by a public has little context in which them.

re are, of course, living in ge of euphemisms. Words are too common, that have arsh ring," or don't have gh class get the psuedo-ific treatment. Airlines to have paper bags alongside seat, which were called, ly, vomit bags, and their ose was quite clear. Then R men got hold of that, and they're "for motion dis-." Of course that doesn't you much. We used to buy cars, now we buy "pre-ones", and for money, at

But I digress. Words such as "relate", "interact", and "empathize" are now so common that their use abounds everywhere. The mother of a 16-year old juvenile delinquent, called on the carpet after he was caught knocking a few heads together, is apt to be told by the school counselor that her pride and joy "has not had sufficient face-to-face interaction with his peer groups, and must learn to relate so as to control his hostile tendencies." Now, Mr. Counselor, you know this lady doesn't want to hear all that. She probably doesn't even know what you're talking about, and neither do you. What she wants to know is if she should give her Irving a good clout when she gets home, and maybe even take away his driver's license. She wants some solid advice, and you give her "relate." But I suspect that what you give your kids, Mr. Counselor, is probably a different story.

Business Meets Pleasure

by George L. Brown

recently became interested student opinion of both my mn and school in general. I decided to interview an age student here at CCP, ng my goals in mind, I de- d to go right to the source of dsom, light, truth and know- s. Thus, I walked down to the eria, for I knew that one the average student had to as EAT.

However, when I got there, I four Macke employees hold- signs which read, "FOOD CARDS," and "CARDS T THE GNP."

gnoring this, I found my vic- in the centre of the cafeteria ng a serious game of cards. r waiting for half an hour I d him aside, and told him of ntentions.

le had just lost a game of maid" and was in somewhat bad mood. However, after a finagling he agreed to ans- my questions.

le told me his name was U.S.

Arse, and that he was a general student. So I started the ques- tioning and it went like this:

Q. How do you feel about Student Government?

A. What student government?

Q. What do you think of the humor magazine?

A. What's humor?

Q. What organizations are you in?

A. I'm a charter member of

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Issues And Answers

Religion: Cult VS. Culture

The editors feel dissenting views are vital to a college campus. For this reason we establish "Issues and Answers" to disseminate such opinions, however they may differ from our editorial position.

by Rev. George C. Field

Occasionally I have dis- coursed with students about "re- ligious" and invariably I am asked if I believe Christianity is "the only true religion." And there I am caught on the horns of a dilemma. If I answer, "Yes," as expected, then I may be disre- garded as prejudiced. If I answer "No," then I may be dismissed as a hypocrite at best, a heretic at worst. Having asked me a seemingly simple question my inquisitor usually settles back to watch me squirm.

"Is Christianity the only true religion?"

The query itself points to the underlying confusion in our American mind-set with regard to religion. We normally tend to equate "religion as a system of worship and ethical action" (cult) with "religion as a phenomenon universal in human experience" (content).

"Is Christianity the only true religion?"

As a professing Christian committed to a branch of the faith (cult) I am obliged to answer affirmatively. As a scholar trained in history, philosophy and sociology vis à vis religion (content) I am constrained to respond negatively. The question is not so simple as it may have seemed and hence my paradoxical "yes-and-no" reply.

This confusion of cult and content is very nearly universal in our culture, inside the churches as well as among the presumably religiously less informed. Thus we find the subsequent conflict in our society and experience.

His belief challenged by a non-believer, it is not unusual for the average believer to feel offended and belittled. The problem should be apparent: the believer thus challenged is intellectually and emotionally unprepared to extricate his or her allegiance

(cult) from an analysis of his be- liefs (content) which have been shaped and molded by centuries of examination and questioning by the various disciplines of human learning.

If the believer has difficulty distinguishing cult and content, the non-believer hardly does bet- ter. Committed to a posture and practice of disbelieving (content) the militant non-believer is sel- dom able to see in his or her need to challenge (which is it- self cult) the obverse phenom- enon universal in human experi- ence which has traditionally pro- duced what has conventionally been called "religion." Thus in this encounter of non-believer and believer content can be as negatively religious as cult can be affirmatively religious. In- deed, in my experience I have found the non-believers to be as "religious" as the believers. And we only contribute to the con- fusion when we interject pejora- tive epithets such as "super- stitious" and "scientific," "atheistic" and "godfearing."

This inability to distinguish cult and content has tended to blind many critics of the United States Supreme Court's con- troversial decision with regard to prayer in public schools. This is a sad commentary upon the literacy of the "highest edu- cated" nation in the world be- cause a thoughtful reading of the decision would dispel most of the fears of those bent on preserving religion in American life. The Court's decision made it abun- dantly clear that no one, by means of any design, device, or subterfuge whatever, may say or cause to be said as a voluntary or compulsory school exercise, any prayer or form of devotion public or private, silent or oral. Thus, the Supreme Court man- ifestly denies the practice of cult in the public schools.

The exceptions to this sweep- ing pronouncement are, in my judgement, as important as the fact of excluding prayer in public schools. Apparently unnoticed by certain senators who shall here remain nameless, the Court took the very nearly unprecedented step of affirming a priori the legality of teaching the content of religion in the public schools and other schools supported by public monies. Thus, I may legally teach the contents of the Bible in the public schools; I may not cause a student to read that same Bible

as an act of devotion in conjunc- tion with the class. Similarly I may teach the arguments for the existence of God, the divinity of Jesus, and the structure of re- ligious morality; I may not cause a student to confess either belief or disbelief in any of these mat- ters. If the Justices meant what they apparently said, then the history, theology, literature and social ideas of all religions are proper subjects for study in the schools by all students, whether believers or non-believers, under the tutelage of accredited teachers supported by tax monies. Thus, the Supreme Court manifestly affirms the teaching of the content of religion in pub- lically supported schools.

Before such a possibility can be implemented it will be neces- sary to distinguish cult and content which as a nation we are reluctant to do. Also, there would seem to be a polite reluctance on the part of professional educators to deal with the practical peda- gogical matters of what consti- tutes accreditation and curricu- lum. Nor ought they be castigated for this reluctance -- this is still a "loaded" question. Never- theless, I submit that the Supreme Court's decision, properly un- derstood and implemented, is of greater advantage to the churches and religion than permission to say a few hasty and hazy words addressed "to whom it may con- cern."

Before leaving this matter of prayer and religion in the schools we might profitably consider a related matter. Admittedly, the Constitutional provision, "Con- gress shall make no laws con- cerning the establishment of re- ligious..." means that prayers may not be said nor religious cult practiced in the public schools. That much should be clear, and I for one would not wish it otherwise. But the teach- ing of religious content aside, it would seem equally clear that re- ligious dissent may not be taught under the guise of intellectual superiority or scientific truth. It would seem that if the believer is prohibited by Constitutional fiat from the exercise of cult in the schools then it would be only equitable if the non-believer were similarly restrained from chal- lenging the believer -- which is no less cult. Thus, "Congress shall make no laws respecting the establishment of religion..."

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SPORTS

Colonials Win Crown In GPJCC Tourney

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defense to freeze out Goldey Beacom's Mike Reed. Macready and Little hit for eight apiece in the first half while McStravick tallied six. Captain Chuck Olkowski and defensive leader Cassidy added two each. The first half left the Colonials up 28-25.

CCP abandoned their traditional 1-2-2 offense and Coach Burton had his boys go into a zone defense. Olkowski came to life in the second half and scored eleven points for the hard driving Colonials. The new Colonial tactics resulted in a thirteen point Community College lead with four minutes to go. Andy Little sat down and Joe Adomanis replaced him. Burton went only six deep on his line-up sheet with Macready (18 points), Cassidy (6 points), and McStravick (13 pts.) seeing forty minutes of action. With one minute left Little came back in to control the ball. The score read 63-56; the CCP crowd

began their countdown. The game ended 68-61 with the Colonials of Community College number 1.

The post game festivities saw Community College in the spotlight. Coach Burton accepted the coveted first place trophy and his key man all season, Chuck Olkowski was named the tournament's most valuable player. Chuck and Andy Little were chosen as members of the Tournament All-Star team along with Mike Reed (Goldey Beacom), Mike Bell (Northeastern), Andy Undercuffler (Peirce), and Joe Wilson (Goldey Beacom).

Congratulations, team and coach, for an excellent season with a championship finish. A final word of congratulations to Athletic Director Mr. Charles Dougherty, who headed the Tournament staff, for affording four of the top Junior College basketball teams in the area the chance to play each other in post-season competition.

Tournament's All-Star Team

Charles Olkowski	Phila. Community College	Center
Andrew Little	Phila. Community College	Guard
Don Undercuffler	Peirce Junior College	Guard
Mike Reed	Goldey Beacom	Forward
Ron Renai	Goldey Beacom	Guard
Mike Bell	Northeastern Junior College	Guard

RELIGION

(Continued from page 3)

would seem to imply, also, that, "Congress shall make no law respecting the disestablishment of religion. . . ." It is not too much to expect the Supreme Court to be as zealous in guarding the one as the other.

It is obvious that many disciplines find it necessary to consider the impact of the religious phenomenon on the person and society: viz. history, literature, psychology and sociology, to list only the most obvious. The question is not whether religion will be taught but whether religion will be taught accurately; and non-belief is no guarantee of either accuracy or objectivity.

I have ranged far afield from my opening question: "Is Christianity the only true religion?" I am compelled to answer that Christianity is the only true religion for me. This is my existential decision on the level of cult. In all other respects I must remain neutral, negative, or skeptical but always open to a renewed impact of the facts. If this seems ambiguous it is only because life is ambiguous and I trust the context in which each of us has to answer this question has been somewhat more clearly illuminated in this discussion.

Greenbriar Boys

(Continued from page 1)

the arrangements to procure the Vanguard recording artists in early February.

Frank Wakefield, who is from Nashville, Tenn., is the only member from bluegrass country. The others are from Brooklyn, New Jersey, and Canada. Individual members of the group have backed up many famous folk singers, including: Joan Baez, Ian and Sylvia, Judy Collins, and the Tarriers.

Free U. Launches New Gang Course

Minneapolis, Minn. (CPS) -- The Free University at the University of Minnesota has added a unique course to its curriculum: motorcycle gang subculture.

Two speakers from an outlaw motorcycle gang are scheduled to speak to the classes for a course which compares outlaw motorcycle gangs with other groups, both deviant and non-deviant.

The course's instructor, Calvin Appleby, said, "I think there's a lack of understanding about their behavior. There's a kind of myth that's been created by the press and magazines."

The myth, Appleby said, is that "they're all potential rapists, perpetrators of assaults; that they're all dishonest. They're all savagely inclined, without any moral values. They've rejected the values of American society."

Outlaw motorcycle gangs are an example of rebellion, Appleby said, but within their groups they have a strong sense of loyalty and a strict moral code. They also have outstanding mechanical and riding ability.

Appleby plans to discuss the gangs as minority groups. "We're concerned that there's been a denial of the civil liberties of these groups," he said.

PLEASURE

(Continued from page 3)

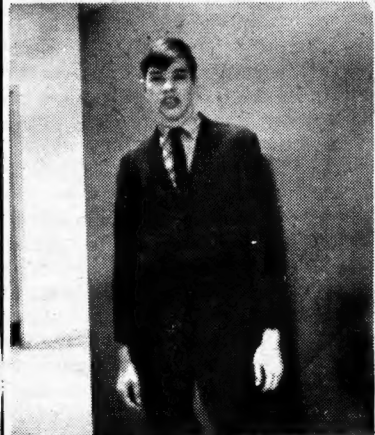
the Apathy Club.

I soon gave up this type of questioning and got right to the point. I showed him my last two articles (because I knew no one had read them) and waited for a

Olkowski Nets M.V.P. Award

Chuck Olkowski, the captain of the winning Colonial basketball team, is a sportsman in the highest sense of the word. Although he came out high man for the team in trophies awarded, Chuck modestly gives most of the credit to the team and the excellent coaching of Mr. Jim Burton.

The six-foot four, eighteen-



CHUCK OLKOWSKI

year-old center walked away from the Greater Philadelphia Junior College Conference Basketball Tournament as the Most Valuable Player, a member of the All-Star team, and the Captain of the victorious Colonials.

During the entire season, Chuck showed his basketball prowess by leading the team in scoring by averaging 18 points per game. A consistently hard player, Chuck seemed to be the only surprised one when it was announced that he was chosen the Most Valuable Player.

Chuck was grateful not only to the team but also to Coach Burton's invaluable assistance during the tournament and the regular season.

"He was a real good teacher, offered a lot of encouragement to me and the rest of the team, and helped me to 'get up' for a game when I was low."

Chuck feels that the success of the squad was due to their ability to play as a team rather than individuals. He said, "Most of the guys get a bigger kick out of throwing a good pass than scoring."

Chuck is looking forward to next year's team. . . . "With a hard core of men from this year's squad including Andy Little, John Cassidy, Bill Macready, Joseph Adomanis, and Walt Borum, the team could probably go undefeated."

Chuck feels that the toughest team played this season was Brandywine. "No matter how much pressure we put on them, they always came right back."

With players like Olkowski on the team next year, there is little doubt that the Colonials will continue their winning streak and go on to greater recognition by sports fans throughout the Philadelphia area. Congratulations to Chuck Olkowski!

reply.

At once, he stopped chewing his Double Bubble and went into a state of meditation.

It is two weeks since, but U. S. Arse is still sitting there, meditating. Go see him if you don't believe me.

Colonial Statistics

TEAM SCORING RECORD

	FG.	F-FT	PTS.
Olkowski	186	60-95	432
McStravick	92	45-65	229
Cassidy	51	30-52	132
Underhill	24	5-19	53
Macready	64	35-60	163
Adomanis	28	18-30	74
Jacobs	19	5-8	43
Little	74	25-45	173
Larkin	7	3-3	17
Borum	25	7-10	57
	570	233-387	1373

Noted Artist Exhibits

A noted Philadelphia artist, Mrs. Enid Mark, will have an exhibit at Community College opening on April 7th, and running through the 27th.

Mrs. Mark, a friend of the school, has loaned several of her paintings to the school for permanent exhibit. These are to be found in the offices of our various school administrators.

Mrs. Mark lives in Wallingford, and has won awards from the Springfield Museum of Fine Arts, Seventeen Magazine, and the Wallingford Community Arts Center.

SLUM COLLEGES

(Continued from page 1)

most of those trained neighborhood workers should be indigenous to the neighborhood.

He stated that the college might be a major national training neighborhood. The most symbolic of the urban community, Spiegel said, would be of the campus in the other end with a of City Hall.

"Such a prototype college in the large make its presence ends and act as a link between these forces in the community. Columbia professor d

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